



COMMISSION APPEALS FOR MULTIPLE AND SINGLE SUBJECT CREDENTIALS Information and Instructions

Title 5, California Code of Regulations, Sections 80505 through 80522 allow an applicant to appeal to the Commission on Teacher Credentialing for the purpose of finding “equivalency” of an individual’s teaching experience in lieu of the student teaching component or teacher preparation program. These regulations are specific as to the procedures, criteria, quantity, and quality of factors necessary for a Commission appeal.

Commission appeals may be considered for individuals who meet **one** of the following criteria:

1. Have completed a multiple or single subject teacher preparation program with the exception of student teaching and the California institution has been unable to supervise them in a current paid teaching position
2. Have a minimum of eight years of satisfactory teaching experience but have not completed a multiple or single subject teacher preparation program

The Commission’s Appeals and Waivers Committee holds a hearing to review the candidate’s teaching experience. In assessing the teaching experience, the members seek to find equivalence to the student teaching component in relation to the teacher preparation standards as set forth in the Standards of Program Quality and Effectiveness.

The following pages contain the Title 5 Regulations pertaining to the Commission appeal process, as well as the necessary forms and requirements needed for Commission staff to prepare an application for review by the Appeals and Waivers Committee.

Commission Appeals Based on Three Years of Experience

1. The Commission has the authority to review actual teaching experience to seek equivalency to the student teaching component (Refer to Professional Teacher Preparation Standards 11 through 20, pages 8–13 for the competencies reviewed to determine equivalency.)
2. There are no provisions in Title 5 Regulations allowing the Commission to grant equivalency for course work (All pertinent course work such as methods, curriculum, and subject matter must be completed prior to filing for an appeal.)
3. The college or university must state they are unwilling or unable to supervise the candidate in a current paid teaching position. A full explanation from the college or university is required (the applicant’s financial hardship is **not** a valid reason for an appeal).
4. If the college or university is able to supervise the candidate in a current teaching position, the application will be denied by Commission staff and there shall be no basis for appeal

Employment Criteria When Applying for a Credential on the Basis of Three Years of Experience

A minimum of three years of satisfactory full-time teaching experience submitted in lieu of the student teaching component must meet the following:

- after completion of a baccalaureate degree
- concurrent with or after a professional teacher preparation program
- full-time teacher of record (substitute teaching does not meet regulations)
- at a school accredited by the Western Association of Schools and Colleges (WASC), (WASC accredited schools are located in California, Hawaii, and Guam.)
- at the level and scope of the credential sought in the subject to be listed on the credential

(continued)

Requirements for Commission Appeal for Single or Multiple Subject Teaching Credential Based on Three Years of Experience

Applicants must submit **all** of the following when applying for a credential on the basis of a Commission appeal:

1. A completed application form (41-4) with the current non-refundable application fee (Applicant should check the box at the top of the application for “CTC Appeal.”)
2. A formal letter of appeal explaining the reasons for requesting an appeal
3. Original transcripts from all colleges or universities attended
4. Original test score reports, if applicable, including CBEST, RICA, MSAT, and PRAXIS
5. Verification of subject-matter competence and all other applicable statutory course-work requirements, such as Reading and U.S. Constitution
6. Verification of Program Completion (page 4) completed by a California college or university
7. Verification of Experience (pages 5–7) completed by the employer providing specific examples that demonstrate the candidate’s ability to meet student teaching Standards 11 through 20 (Refer to the enclosed Professional Teacher Preparation Standards, pages 8–13.)
8. Verification from the employer that the school is accredited by the Western Association of Schools and Colleges (WASC)
9. Statement of Release of Student Records (page 14)
10. A signed Notice of Denial/Notice of Open Hearing (pages 15–16)
11. Evaluations, observations, and additional materials supporting the appeal
12. A written statement demonstrating the ability to develop, implement, and evaluate a variety of pedagogical approaches (Page 20)

Commission Appeals Requirements Based on Eight Years of Experience

Title 5 Regulations authorizes the Commission to use eight years of experience in lieu of a teacher preparation program including student teaching, without the completion of a teacher preparation program. The actual teaching experience to seek equivalency to the teacher preparation program including student teaching is reviewed based on the Professional Teacher Preparation Standards 11 through 20.

Employment Criteria When Applying for a Credential on the Basis of Eight Years of Experience

1. Eight years of satisfactory full-time teaching:
 - a. after completion of a baccalaureate degree
 - b. full-time teacher of record (substitute teaching does not meet regulations)
 - c. at a school accredited by the Western Association of Schools and Colleges (WASC) (WASC accredited schools are located in California, Hawaii, and Guam.)
 - d. at the level and scope of the credential sought
 - e. in the subject to be listed on the credential

Requirements for Commission Appeal for Single or Multiple Subject Teaching Credential based on Eight Years of Experience

Applicants must submit **all** of the following when applying for a credential on the basis of a Commission appeal:

1. A completed application form (41-4) with the current non-refundable application fee (Applicant should check the box at the top of the application for “CTC Appeal.”)
2. A formal letter of appeal explaining the reasons for requesting an appeal
3. Original transcripts from all colleges or universities attended
4. Original test score reports, if applicable, including CBEST, RICA, MSAT, and PRAXIS

(continued)

5. To qualify for the Preliminary Five-Year Credential:

- CBEST
- Subject Matter equivalence or exam
- Developing English Language Skills, including Reading
- Reading Instruction Competence Assessment (RICA) (Multiple Subject Teachers only.)
- U.S. Constitution
- Foundational Computer Education

6. To qualify for the Professional Clear Credential:

- All of the items in #5 above
- Health Education including CPR
- Individuals with exceptional needs (Special Education)
- Advanced Computer Education

7. Verification of Experience (pages 5–7) completed by the employer providing specific examples that demonstrate the candidate’s ability to meet student teaching Standards 11 through 20 (Refer to the enclosed Professional Teacher Preparation Standards, pages 8–13.)

8. Verification from the employer that the school is accredited by the Western Association of Schools and Colleges (WASC)

9. Statement of Release of Student Records (page 14)

10. A signed Notice of Denial/Notice of Open Hearing (pages 15–16)

11. Evaluations, observations, and additional materials supporting the appeal

12. A written statement demonstrating the ability to develop, implement, and evaluate a variety of pedagogical approaches (page 20)

- *All paperwork must be typewritten. If originals are handwritten, you must also provide a typewritten copy. All materials must be of sufficient clarity to make clear copies when sent to the printer.*

Notification will be sent as to the date, time, and location of the Commission meeting. The candidate should plan on appearing before the Appeals and Waivers Committee to answer questions and/or provide additional information. Refer to the enclosed Professional Teacher Preparation Standards.



State Of California
California Commission On Teacher Credentialing
Box 944270
1900 Capitol Avenue
Sacramento, CA 94244-2700

Telephone:
(916) 445-7254 or (888) 921-2682
E-mail: credentials@ctc.ca.gov
Web site: www.ctc.ca.gov

VERIFICATION OF PROGRAM COMPLETION For Multiple and Single Subject Teaching Credentials

Name: _____

This verifies that the individual named above has completed all program requirements, including all standards, (except student teaching) on

_____ for the ☐ Preliminary _____
Date of Completion Type of Credential

☐ Professional Clear _____
Type of Credential

Multiple/Single Subject Teaching Credential

Requirement Completed to Institution's Satisfaction

Baccalaureate or Higher Degree	<input type="checkbox"/> Yes	<input type="checkbox"/> No
CBEST	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Professional Preparation Program, including all standards with the exception of student teaching standards	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Student Teaching Component	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Subject Matter Equivalence or Examination	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Name of Subject: _____		
Foundational Computer Education	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Developing English Language Skills, including Reading	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reading Instruction Competence Assessment (RICA) (Multiple Subject Teachers only)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
U.S. Constitution	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Health Education, including CPR	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Individuals with exceptional needs (Special Education)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Advanced Computer Education	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Fifth Year	<input type="checkbox"/> Yes	<input type="checkbox"/> No
This institution has determined that this individual has the personal qualities and preprofessional experiences necessary for professional success and effectiveness as a teacher. Refer to Title 5, California Code of Regulations, Section 80413(a)&(b)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
This institution is unable or unwilling to provide supervision of the current assignment to meet the student teaching requirement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Please explain: _____

Any additional information the institution feels would be relevant to the appeal: _____

Reviewed by

IHE Name Authorized Signature Title

Telephone Number Date
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VERIFICATION OF EXPERIENCE For Multiple and Single Subject Teaching Credentials

This form is to be used by all employers verifying actual single or multiple subjects teaching experience in lieu of student teaching.

This is to verify that _____ has been employed at
Name of Candidate
_____ from _____ to _____
Name of School Beginning Date of Service Ending Date of Service
as a teacher of _____
Grade Level Subject Taught
The candidate has been supervised and evaluated at least _____ a year by
Number of Times

Name Title

Instructions to the Employer

A Temporary County Certificate (TCC) should not be issued on Commission appeal cases. A TCC is only issued by the employer when it is determined the applicant has met all qualifications for a credential. A Commission appeal may be denied. The following standards are used to determine the competency and performance of the candidate in the student teaching component. Please refer to attached Standards 11 through 20. When responding to the standards provide **specific examples** that illustrate the candidate's ability to meet the competencies if the answer is "Yes." If the answer "No" is checked, explain the areas where improvement is needed.

Attach the annual evaluations and observations of classroom experience. For each year to be used in lieu of the student teaching, an evaluation will be needed. If handwritten, a typewritten copy must accompany the appeal packet.

Please explain the kind of support provided this teacher by the school administration. Attach a separate sheet of paper listing mentor teachers, staff development, or course work that was provided to the candidate.

Standard 11

This candidate establishes and sustains a level of student rapport and a classroom environment that promotes learning and equity, and that fosters mutual respect among the persons in a class.

- ☐ Yes
☐ No

Justification: _____

Standard 12

This candidate prepares lesson plans that include goals, objectives, strategies, activities, materials, and assessment plans that are well defined and coordinated with each other.

- ☐ Yes
☐ No

Justification: _____

(continued)

Standard 13

This candidate prepares and uses instructional strategies, activities, and materials that are appropriate for students with diverse needs, interests, and learning styles.

☐ Yes

☐ No

Justification: _____

Standard 14

This candidate motivates and sustains student interest, involvement, and appropriate conduct equitably during a variety of class activities.

☐ Yes

☐ No

Justification: _____

Standard 15

This candidate communicates effectively by presenting ideas and instructions clearly and meaningfully to students.

☐ Yes

☐ No

Justification: _____

Standard 16

This candidate identifies students' prior attainments, achieves significant instructional objectives, and evaluates the achievement of the students in a class.

☐ Yes

☐ No

Justification: _____

Standard 17

This candidate improves the ability of students in a class to evaluate information, think analytically, and reach sound conclusions.

☐ Yes

☐ No

Justification: _____

(continued)

Standard 18

This candidate fosters positive student attitudes toward the subjects learned, the students themselves, and their capacity to become independent learners.

☐ Yes

☐ No

Justification: _____

Standard 19

This candidate demonstrates compatibility with, and ability to teach, all students, including those who are different from the candidate. The differences between students and the candidate **should** include ethnic, cultural, gender, linguistic, and socioeconomic differences. Please indicate how student population is different from candidate.

☐ Yes

☐ No

Justification: _____

Standard 20

This candidate adheres to high standards of professional conduct, cooperates effectively with other adults in the school community, and develops professionally through self-assessment and collegial interactions with other members of the profession.

☐ Yes

☐ No

Justification: _____

I certify that the above competencies:

☐ have been attained by this credential candidate.

☐ have not been attained by this credential candidate.

Signature of Principal or Supervisor

Date

Telephone Number

*Signature of Superintendent of Personnel, Public School, or
Executive Officer of Private School*

Date

Telephone Number



PROFESSIONAL TEACHER PREPARATION STANDARDS For Single/Multiple Subject Teaching Credentials

“Actual teaching experience submitted by the appellant shall be assessed in relation to the professional teacher preparation standards.”

References: Title 5, California Code of Regulations, Section 80509(a)(1)(B)

“The appellant’s employer or employers must verify that his or her competence and performance meet standards required of a student teacher.”

References: Title 5, California Code of Regulations, Section 80509(a)(1)(C).

To the Employer

The following Commission-approved standards are used by the California colleges and universities to determine the competency and performance of the candidate in the student teaching component. In order to provide **specific examples** that illustrate the candidate’s ability to meet the competencies required, refer to Rationale and Factors to Consider within each standard when filling out the Verification of Experience form on page 5.

To the Candidate

The following standards are used to determine the equivalency of the teaching experience submitted in lieu of the student teaching component. Additional information and supporting materials presented should reflect the competencies within each standard. The sample questions listed below each standard are typical of questions you may be asked at the hearing.

Standard 11

Student Rapport and Classroom Environment

The candidate establishes and sustains a level of student rapport and a classroom environment that promotes learning and equity, and that fosters mutual respect among the persons in a class.

Rationale

To realize their educational goals and potential, children and adolescents must feel respected in the school environment. Each prospective teacher must, therefore, learn to establish and maintain respectful relationships with students and a classroom environment that fosters learning and respect.

Factors to Consider

- The candidate establishes a positive rapport with students in a variety of appropriate ways, such as the use of verbal and nonverbal communication (e.g., eye contact, physical proximity, and physical contact).
- The candidate establishes a productive learning environment that includes clearly-stated expectations regarding student conduct.
- The candidate communicates and interacts respectfully with all students in a class, and reinforces respectful interactions among the students in the class.

(continued)

Sample Questions

- What are the signs of a positive and productive learning environment?
- What is the most important thing for a teacher to do to make all students feel good about learning?
- How would you begin a school year to reinforce positive classroom environments? Where did you learn about these ideas?
- What strategies and practices are used to promote a positive classroom environment?

Standard 12

Curricular and Instructional Planning Skills

The candidate prepares lesson plans that include goals, objectives, strategies, activities, materials, and assessment plans that are well defined and coordinated with each other.

Rationale

Instruction that is carefully and skillfully prepared is likely to be more effective than that which is not; prospective teachers must, therefore, acquire instructional planning skills.

Factors to Consider

- The candidate writes several clearly-stated lesson plans in which the instructional objectives, teaching strategies, classroom materials, and assessment plans are coordinated and consistent with each other.
- The candidate plans a unit of instruction with clearly-stated goals, consisting of a series of lessons in which at least one concept, skill, or topic is taught fully and sequenced effectively.

Sample Questions

- Tell me about your best unit plan. What were you trying to accomplish? What were your goals for students? How did you assess their learning? Why was this plan successful?
- What types of lesson plans did you employ in teaching? Which ones were most successful? Why? Where did you learn about these lesson plans?
- Did anyone evaluate these unit or lesson plans? How were they evaluated? What happened as a result of that critique?

Standard 13

Diverse and Appropriate Teaching

The candidate prepares and uses instructional strategies, activities, and materials that are appropriate for students with diverse needs, interests, and learning styles.

Rationale

A teacher's strategies, techniques, and materials should facilitate students' efforts to learn the subjects of instruction.

Factors to Consider

- The candidate plans and uses instructional strategies, activities, and materials that build on students' prior knowledge.
- The candidate selects and uses instructional strategies, activities and materials that appeal to and challenge the diverse interests of the students in a class.
- The candidate prepares and uses strategies, activities, and materials that exploit several appropriate styles of learning, such as oral, written pictorial, figural, and tactile styles.
- The candidate uses strategies, techniques, and materials that are free of bias and that foster learning among diverse students.

(continued)

Sample Questions

- How did you decide on the strategies you used in teaching? What were the criteria you used to make that decision?
- Describe the kinds of teaching and the kinds of strategies you used that were successful.
- What was the most unusual lesson you taught and why did you teach it?

Standard 14

Student Motivation, Involvement, and Conduct

The candidate motivates and sustains student interest, involvement, and appropriate conduct equitably during a variety of class activities.

Rationale

Student motivation, involvement, and appropriate conduct are essential prerequisites for learning. Prospective teachers must be prepared to stimulate students' interest and involvement in varied activities, while maintaining appropriate student conduct.

Factors to Consider

- The candidate motivates student interests in several ways, such as the selection of stimulating classroom activities and the appropriate use of reinforcement and feedback.
- The candidate encourages all students to excel and promotes involvement by students from different gender and ethnic groups, and those with special needs, in all classroom activities.
- The candidate manages and responds to student conduct effectively in a variety of classroom activities, including individual, small group, and whole-class activities.

Sample Questions

- Describe your best and worst attempts at motivating students. Where did you learn successful strategies for motivating students?
- Did you alter the motivational level of any of your students? If so, how did you accomplish that change?

Standard 15

Presentation Skills

The candidate communicates effectively by presenting ideas and instructions clearly and meaningfully to students.

Rationale

If a candidate's future students are to have adequate opportunities to learn, he or she must be able to communicate clearly and meaningfully the material they are to learn.

Factors to Consider

- The candidate uses oral and written language that students understand.
- The candidate demonstrates an understanding of language development (oral, reading, and written), and adjusts the complexity of his or her language to the linguistic abilities of the students in a class.
- Supervising teachers and administrators have judged the candidate's oral, written, and non-verbal communications to be clear, concise, and coherent.

Sample Questions

- How do you feel about your ability to present directions and concepts to students? Give examples of your best and your worst experiences.
- Was there a time when students had difficulty understanding you? What did you do to help them understand?
- Did anyone evaluate you on your speaking and writing skills? What criteria were used?

(continued)

Standard 16

Student Diagnosis, Achievement, and Evaluation

The candidate identifies students' prior attainments, achieves significant instructional objectives, and evaluates the achievement of the students in a class.

Rationale

Teachers must identify the needs of students in order to guide their learning and plan instruction in a class. Verification of a candidate's pedagogical skills, as reflected in Standards 11 through 15, must also be supplemented by evidence that he or she has successfully led the students in a class to attain instructional objectives, and that he or she has evaluated their achievements as a basis for further instructional planning.

Factors to Consider

- The candidate sets achievement criteria and communicates them clearly to his or her students and their parents.
- The candidate uses appropriate ways to ascertain students' prior attainments related to the subject(s) that he or she is to teach.
- The candidate demonstrates that the students in a class have learned one or more significant skills, ideas, values, or topics as a result of his or her teaching.
- The candidate uses formal and informal methods to assess students' achievements, and is aware of the appropriate uses and limitations of assessment instruments.

Sample Questions

- How did you know what skills and knowledge your students possessed when you started teaching? Examples?
- How did you explain your instructional goals to your students?
- Describe an instructional objective you attempted with your students and tell how you determined that the objective had been met.
- Describe some of the informal and formal assessment instruments that you use in teaching

Standard 17

Cognitive Outcomes of Teaching

The candidate improves the ability of students in a class to evaluate information, think analytically, and reach sound conclusions.

Rationale

Thinking abilities are essential for effective citizenship, occupational success, personal fulfillment, and success in school. Critical thinking extends across the school curriculum—teachers of all subjects and grade levels must be able to foster students' thinking skills.

Factors to Consider

- The candidate effectively teaches the students in a class to evaluate and analyze a portion of the content presented.
- The candidate generates evidence that the critical thinking skills and/or problem solving abilities of the students in a class have improved as a result of his or her teaching.

Sample Questions

- How do you improve student ability to evaluate information, think analytically, and draw sound conclusions?
- What assignments/activities did you create that helped improve student critical thinking?

(continued)

Standard 18

Affective Outcomes of Teaching

The candidate fosters positive student attitudes toward the subjects learned, the students themselves, and their capacity to become independent learners.

Rationale

Community welfare depends partly on individual attitudes, for which schooling is partly responsible. Prospective teachers must be able to foster positive attitudes in students.

Factors to Consider

- The candidate seeks to motivate students' sense of purpose or importance regarding the instructional content of a class.
- The candidate provides for and encourages independent learning experiences.
- The candidate encourages positive interaction among students and provides an environment and activity that promotes self-esteem among students.

Sample Questions

- How do you foster positive student attitudes toward the subjects you teach?
- Describe a method you used to increase the ability of your students to become independent learners.
- Describe a strategy you used to increase student interaction in your classes.

Standard 19

Capacity to Teach Diverse Students

The candidate demonstrates compatibility with, and ability to teach, all students, including those who are different from the candidate. The differences between students and the candidate **should** include ethnic, cultural, gender, linguistic, and socioeconomic differences. Indicate how student population is different from appellant.

Rationale

A California teaching credential authorizes a person to teach in any public school throughout a state that is ethnically, culturally, linguistically, and socioeconomically diverse. A teacher whose preparation occurs exclusively among pupils who are similar to the teacher is not well prepared to teach in California.

Factors to Consider

- The candidate fulfills Standards 11 through 17 while teaching students who are different from the candidate in ethnicity, culture, gender, language background, and socioeconomic background.
- The candidate exhibits understanding, appreciation, and sensitivity toward the cultural heritage, community values, and individual aspirations of the diverse students in a class.
- The candidate encourages respect for human diversity through planned lessons and through personal interaction with students.

Sample Questions

- Describe the ethnic, racial, and linguistic make-up of your student teaching classes.
- Describe the level of success you had with students different from yourself. Give an example of a lesson that was sensitive to cultural and linguistic differences.
- What skills and understandings did you draw upon from your credential program to develop successful teaching strategies for students from diverse backgrounds?

(continued)

Standard 20

Professional Obligations

The candidate adheres to high standards of professional conduct, cooperates effectively with other adults in the school community, and develops professionally through self-assessment and collegial interactions with other members of the profession.

Rationale

Teachers have obligations as members of a profession and a school community. To develop professionally, they must analyze and assess their own practices, and engage in collegial relationships with other members of the profession.

Factors to Consider

- The candidate exhibits intellectual integrity, serves students honestly, protects their privacy, respects their work, and sustains open discussion of ideas.
- The candidate communicates effectively with administrators, teachers, and parents, and participates in school meetings, parent conferences, and other aspects of school life.
- The candidate grows as a new teacher by assessing his or her own progress, accepting professional advice and considering constructive criticism.

Sample Questions

- Describe an occasion when you worked with other teachers, parents, or administrators during teaching assignment. Was that required?
- Were there times when you handled sensitive issues as a teacher (cheating, rights to privacy, personal matters)? Had you enough training to respond effectively?



State Of California
California Commission On Teacher Credentialing
Box 944270
1900 Capitol Avenue
Sacramento, CA 94244-2700

Telephone:
(916) 445-7254 or (888) 921-2682
E-mail: credentials@ctc.ca.gov
Web site: www.ctc.ca.gov

STATEMENT OF RELEASE OF STUDENT RECORDS

In order to evaluate your application for a credential, the Commission staff needs to have the complete information concerning your qualifications, which are contained in the student records at the institutions of higher education you have attended.

Please sign the release statement below so that those institutions will release the information to the Commission.

I, _____,
Full Legal Name (print)

authorize the Commission on Teacher Credentialing to obtain any and all information from any college or university regarding my qualifications for the credential for which I am appealing. I understand that this information will be used only for the purpose of my appeal evaluation and possible hearing.

Full Legal Signature

Date

For additional information concerning the privacy acts and the disclosure of information concerning student records, please see Section 67142 of Article 5, Privacy of Student Records, of Chapter 13, Student Records, commencing with Section 67100 of California Government Code.

Original of this statement must be returned to the Commission office with the appeal packet.



State Of California
California Commission On Teacher Credentialing
Box 944270
1900 Capitol Avenue
Sacramento, CA 94244-2700

Telephone:
(916) 445-7254 or (888) 921-2682
E-mail: credentials@ctc.ca.gov
Web site: www.ctc.ca.gov

NOTICE OF DENIAL

Title 5, California Code of Regulations, Section 80506 requires Commission staff to deny an application prior to the initiation of a Commission appeal. If staff deems it unnecessary to deny your application because you have presented all necessary materials, we will need your signature on this statement.

Title 5 Section 80506. Notice of Denial

- (a) If an application for a credential is denied pursuant to any provision of this chapter, staff of the Commission shall give written notice to the applicant of the grounds on which the denial was made.
 - (b) Such notice of denial of the application shall be mailed or delivered in person to the applicant not later than ten days following the decision of the Commission staff to deny said application.
 - (c) Written notice, pursuant to this section, shall include:
 - 1) A statement that the application has been denied;
 - 2) A statement of the facts upon which the application has been denied;
 - 3) A statement of the informal hearing procedure and the rights of the applicant thereunder.
-

Authority cited: California Code of Regulations, Section 44225

Reference: California Code of Regulations, Section 44252(a)

☐ In the event my application is denied by staff, please consider this letter a request for an appeal to the Commission.

I, _____,
Full Legal Name of Applicant (print)

wish this form to serve as my petition for the appeal of the denial of my application which is attached. I have read this form and understand my rights and responsibilities as stated on this form.

I certify under penalty of perjury that the facts stated herein are true and correct.

Full Legal Signature

Date

Original of this statement must be returned to the Commission office with the appeal packet.

(continued)

Rights of Appellant

Title 5 Section 80515

An appellant who has been denied a credential pursuant to this chapter shall have the following rights before the committee:

- (a) To present such written evidence as he or she feels is necessary or appropriate to the issues involved at any time up to and including the day of hearing;
 - (b) To present written or oral arguments to the Committee;
 - (c) To be represented by the person of his or her choice; and
 - (d) To choose not to appear before the Committee and to have such failure to appear not be considered either an admission or denial of the facts described in the written notice.
-

Authority cited: California Code of Regulations, Section 44225

Reference: California Code of Regulations, Section 44252(a)

- ☐ I do plan on attending the Committee meeting.
- ☐ I do not plan on attending the Committee meeting.

Signature

Date

Notice of Open Hearing

Title 5 Section 80516 Open Hearing (Appellant's Option to Closed Hearing)

The informal hearing shall be open, unless the appellant requests a closed hearing. Any request for such closed hearing shall be made and received at least **30 days** prior to the scheduled hearing. Testimony shall be limited to responses to questions by the Appeal and Waivers Committee members, written documents and oral presentations by witnesses registered with the chair of the Appeals and Waivers Committee prior to commencing the hearing.
(*Emphasis added*)

If your case is heard in open hearing, the materials submitted by you to the Appeals and Waivers Committee will be published in the Commission Agenda which is distributed monthly to approximately 150 subscribers, Commissioners, and Commission staff. Anyone interested may attend the actual informal hearing.

- ☐ I request an open hearing for my Commission appeal.
- ☐ I request a closed hearing for my Commission appeal. I understand that this request must be received by the Commission **at least 30 days** prior to the scheduled hearing.

A written request for a closed hearing must be sent to CCTC at the following address:

Attention: Appeals and Waivers Committee
State of California
California Commission on Teacher Credentialing
Box 944270
1900 Capitol Avenue
Sacramento, CA 94244-2700

Signature

Date

Original of this statement must be returned to the Commission office with the appeal packet.



DIVISION VIII OF TITLE 5, CALIFORNIA CODE OF REGULATIONS

Section 80509 Pertaining To Commission Appeals

Section 80509. Appeal Grounds and Procedure.

- (a) The applicant shall initiate an appeal by filing with the Executive Director a written notice stating that the applicant appeals a particular decision of the Commission staff regarding the application, on the grounds of mistake of fact, mistake of law, or equivalence to the minimum requirements for the credential requested including the specific requirements set forth in this section. Applicants appealing under (1) or (2) below must meet the requirements in Section 80413(a) of Title 5 Regulations if qualifying for the preliminary credential and Section 80413(a)&(b) if qualifying for the professional clear credential other than that requirement being appealed. Applicants appealing under 3 below must meet the requirements in Section 80048.2(b) of Title 5 Regulations other than that requirement being appealed.
- (1) If the applicant is appealing to use actual teaching experience in lieu of the student teaching requirement for a Multiple or Single Subject Teaching Credential, the applicant must verify the completion of a minimum of three years of satisfactory classroom teaching experience. The experience shall meet the requirements described below:
- (A) "Year of classroom teaching" means classroom teaching for the minimum school day applicable to the level taught for at least 75 percent of the number of days the regular schools of the district were in session in the school year.
- (1) A school day for a multiple subject assignment shall be at least four hours exclusive of non-instructional time.
- (2) A school day for a single subject assignment shall be no less than three periods per day of teaching experience.
- (3) Long-term substitute or replacement teaching assignments may be considered when such assignments include all of the functions of the teacher of record. To be considered, experience must be a minimum of one semester or its equivalent in quarters (approximately 18 weeks) in the same assignment. Day-to-day substitute experience will not be cumulated to meet the requirement.
- (B) Actual teaching experience submitted by the appellant shall be assessed in relation to the professional teacher preparation standards.
- (1) The teaching experience shall be acquired after completion of a baccalaureate degree and professional teacher preparation program excluding student teaching verified in writing by an IHE (Institutions of Higher Education) with a teacher preparation program accredited by the Committee on Accreditation in the credential requested. Experience acquired concurrently with a teacher preparation program will be considered only when verification from the IHE is submitted attesting to the fact that the university is unable or unwilling to provide supervision of the current assignment to meet the student teaching requirement.
- (2) An appellant who has been admitted to student teaching by an IHE but who has failed to complete the requirement because the IHE found the student teaching below acceptable performance levels as set forth in the IHE's program standards shall not have grounds for appeal.
- (C) The teaching experience shall be performed in public schools or agencies, or private schools accredited by the Western Association of Schools and Colleges (WASC). The appellant's employer or employers must verify that his or her competence and performance meet standards required of a student teacher.
- (D) The appellant must submit comprehensive evaluations of successful teaching experience as well as a statement from each employer which explains how the appellant was evaluated, supported, and supervised, and by whom. The evaluations for the last year of experience submitted must show satisfactory or higher ratings in all areas.

(continued)

- (E) The teaching experience shall be a level, scope and responsibility beyond the service performed by an aide, reader, assistant, paraprofessional, tutor, day-to-day substitute, children's center or special center permit holder, consultant, or student practitioner.
- (F) The teaching experience shall be appropriate to the setting of the credential being sought. For a Single Subject Teaching Credential the experience must be in a subject specified in Education Code Section 44257 which will be listed on the appellant's Single Subject Teaching Credential. For the Multiple Subject Teaching Credential the experience must be in self-contained settings.
 - (1) Adult school teaching experience, military teaching experience, and teaching experience in other non-traditional settings in the subject area of the credential being sought may be used to meet up to one-half of the experience requirement.
 - (2) An appellant may use experience in a self-contained special education classroom for up to one half of the required experience. This option applies only to the Multiple Subject Teaching Credential. Appellants cannot combine this option with option 1 above.
- (G) The appellant must submit in writing a statement that demonstrates his or her ability to develop, implement, and evaluate a variety of pedagogical approaches to teaching academic skills and content areas appropriate to the credential.
- (2) A minimum of eight years of satisfactory teaching experience which have been acquired with no teacher preparation program may be considered by the Commission on an individual basis. The experience must be acquired after the completion of a baccalaureate degree. Such experience shall be verified in detail following criteria listed in (1)(A) and (C) through (G) above.
- (3) If the appellant is appealing to use actual teaching experience in lieu of the student teaching requirement for a Specialist Instruction Credential in Special Education, the appellant must verify the completion of a minimum of three years of satisfactory special education experience. The experience shall meet the requirements described below:
 - (A) "Year of classroom teaching" means classroom teaching for the minimum school day applicable to the level taught for a least 75 percent of the number of days the regular schools of the district were in session in the school year.
 - (1) A school day for a special education assignment shall be at least four hours exclusive of non-instructional time.
 - (2) Long-term substitute or replacement teaching assignments may be considered when such assignments include all of the functions of the teacher of record. To be considered, experience must be a minimum of one semester or its equivalent in quarters (approximately 18 weeks) in the same assignment. Day-to-day substitute experience will not be cumulated to meet the requirement.
 - (B) Actual teaching submitted by the appellant shall be assessed in relation to the professional special education teacher preparation standards.
 - (1) The teaching experience shall be acquired after completion of a baccalaureate degree and special education teacher preparation program excluding student teaching verified in writing by an IHE with a special education teacher preparation program accredited by the Committee on Accreditation in the area requested. Experience acquired concurrently with a teacher preparation program will be considered only when verification from the IHE is submitted attesting to the fact that the university is unable or unwilling to provide supervision of the current assignment to meet the student teaching requirement.
 - (2) An appellant who has been admitted to student teaching by an IHE but who has failed to complete the requirement because the IHE found the student teaching below acceptable performance levels as set forth in the IHE's program standards shall not have grounds for appeal.
 - (C) The teaching experience shall be performed in public schools or agencies, or non-public, non-sectarian schools or agencies certified by the California Department of Education. The appellant's employer or employers must verify that he or she meets the same competency standards required of a student teacher.

(continued)

- (D) The appellant must submit comprehensive evaluations of successful teaching experience as well as a statement from each employer which explains how the appellant was evaluated, supported, and supervised, and by whom. The evaluations for the last year of experience submitted must show satisfactory or higher ratings in all areas.
 - (E) The teaching experience shall be of a level, scope and responsibility beyond the service performed by an aide, reader, assistant, paraprofessional, tutor, day-to-day substitute, children's center or special center permit holder, consultant, or student practitioner.
 - (F) The teaching experience shall be appropriate to the authorized field of the Specialist Instruction Credential in Special Education being sought.
 - (G) The appellant must submit in writing a statement that demonstrates his or her knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with special needs.
- (b) The petition shall be in writing and shall state the facts, information or circumstances upon which the appeal is based. The petition shall be signed and dated by the appellant, and shall include the following statement "I certify under the penalty of perjury that the facts stated herein are true and correct."

Authority cited: Section 44225, California Education Code

Reference: Section 44252(a), California Education Code



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COMMISSION APPEALS FOR MULTIPLE AND SINGLE SUBJECT CREDENTIALS PEDAGOGICAL APPROACHES

Please provide a written statement that outlines your development of a lesson plan for your class. Focus your summary on the following teaching concepts:

- The various characteristics of the students in your classroom, including age, behavior, gender, socioeconomic status and cultural differences
- Your evaluation of various instructional materials that could be used to teach the subject
- The various methods and teaching strategies you could use to implement the lesson plan
- The various techniques and assessments that you could use to evaluate the students' learning experience

After describing the various ways to develop, implement, and evaluate your lesson plan, explain your reasons for implementing the lesson with the materials, methods, and assessment measures you chose.

- *All paperwork must be typewritten. If originals are handwritten, you must also provide a typewritten copy. All materials must be of sufficient clarity to make clear copies when sent to the printer.*



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COMMISSION APPEALS FOR MULTIPLE AND SINGLE SUBJECT CREDENTIALS

Instructions for Submitting an Application

Cover Sheet

When requesting a Commission appeal, please attach this as your cover sheet with your application and the supporting materials in the following order:

1. A completed application form (41-4) with the current non-refundable application fee (Applicant should check the box at the top of the application for “CTC Appeal.”)
 2. A formal letter of appeal explaining the reasons for requesting an appeal
 3. Original transcripts from all colleges or universities attended
 4. Original test score reports, if applicable, including CBEST, RICA, MSAT, and PRAXIS
 5. Verification of subject-matter competence and other course work
 6. Verification of Program Completion completed by a California college or university (page 4)
 7. Verification of Experience (pages 5–7) completed by the employer providing specific examples that demonstrate the candidate’s ability to meet student teaching Standards 11 through 20 (Refer to the enclosed Professional Teacher Preparation Standards, pages 8–13.)
 8. Verification from the employer that private school experience is from a school accredited by the Western Association of Schools and Colleges (WASC) (Verification from employer that the school has WASC accreditation)
 9. Statement of Release of Student Records (page 14)
 10. A signed Notice of Denial/Notice of Open Hearing (pages 15–16)
 11. Evaluations, observations, and additional materials that support the appeal and substantiate that student teaching Standards 11 through 20 have been met
 12. A written statement demonstrating the ability to develop, implement, and evaluate a variety of pedagogical approaches (Page 20)
- *All paperwork must be typewritten. If originals are handwritten, you must also provide a typewritten copy. All materials must be of sufficient clarity to make clear copies when sent to the printer.*

Notification will be sent as to the date, time, and location of the Commission meeting. The candidate should plan on appearing before the Appeals and Waivers Committee to answer questions and/or provide additional information. Refer to the enclosed Professional Teacher Preparation Standards.